

# **Supporting Struggling Students to Meet the Common Core State Standards in English Language Arts**

## **Breakout Session**

## **Participant Handout**

## Introduction

In 2010, the National Governors Association and the Council of Chief State School Officers released the Common Core State Standards (CCSS) for mathematics and English language arts (ELA), which have been adopted by 48 states and territories as well as the District of Columbia. The CCSS sets high standards for all students, including English language learners (ELLs), to be college and career ready and globally competitive. Short and Fitzsimmons (2007) aptly captured the challenge ELLs face meeting high standards in English with the phrase “double the work.” ELLs must perform double the work to acquire content knowledge in English and, at the same time, learn English as an additional language—all the while being held to the same graduation requirements and accountability standards as their English-proficient peers.

Effective methods to help ELLs meet the CCSS build on methods that are effective for all students but that provide ELLs with additional support because they are acquiring academic content knowledge and skills in a second language. To support ELLs, teachers will need to align instruction with the new standards, scaffold instruction so it is comprehensible for ELLs, and assist ELLs in developing the academic language they need to meet the new standards.

This session provides information and instructional practices for helping ELLs meet the CCSS. The primary objective is to assist mainstream teachers and teachers of English as a second language in developing lessons and implementing instructional practices that align with the CCSS in English language arts and meet the needs of both ELLs and mainstream students. This packet includes activities that enable participants to practice what they are learning during the training.

**Excerpt from *The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights*, by Russell Freedman<sup>1</sup>**

**MODEL**

[1] Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

[2] The earliest arrivals found places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

[3] Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was scheduled to start, an estimated 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time and to demonstrate their support for racial justice in the nation's capital.

**PRACTICE**

[4] Marian Anderson had been applauded by many of the crowned heads of Europe. She had been welcomed at the White House, where she sang for the president and first lady, Franklin and Eleanor Roosevelt. She had performed before appreciative audiences in concert halls across the United States. But because she was an African American, she had been denied the right to sing at Constitution Hall, Washington's largest and finest auditorium. The Daughters of the American Revolution, the patriotic organization that owned Constitution Hall, had ruled several years earlier that black artists would not be permitted to appear there.

[5] News of the DAR's ban had caused an angry controversy and set the stage for a historic event in the struggle for civil rights. Working behind the scenes, a group of influential political figures had found an appropriate concert space for Anderson. Barred from Constitution Hall, she would give a free open-air concert on the steps of the Lincoln Memorial.

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<sup>1</sup> Excerpt from *The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman. Copyright © 2004 by Russell Freedman. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

[6] Shortly before the concert got under way, the skies above Washington began to clear. Clouds, which had shadowed the monument, skittered away to the north, and the late afternoon sun broke through to bathe the reflecting pool and shine on the gaily dressed Easter crowd. Secretary of the Interior Harold L. Ickes appeared on the speaker's platform. He introduced Miss Anderson, and she stepped forward to the bank of microphones.

[7] The massive figure of Abraham Lincoln gazed down at her as she looked out at the expectant throng. Silencing the ovation with a slight wave of her hand, she paused. A profound hush settled over the crowd. For that moment, Marian Anderson seemed vulnerable and alone. Then she closed her eyes, lifted her head, clasped her hands before her, and began to sing.

## Activity 1: Enhancing Background Knowledge

**Directions:** Refer to *The Voice That Challenged a Nation* excerpt. Describe any additional background knowledge that is important for understanding this passage and identify methods for teaching it.

Topics	Teaching Methods

## Activity 2: Acquiring Vocabulary

### Directions

Read the excerpt below from *The Voice That Challenged a Nation*. Use these resources to identify words for vocabulary instruction:

- Academic Word List Highlighter (<http://www.nottingham.ac.uk/alzsh3/acvocab/awlhhighlighter.htm>)
- WordSift (<http://wordsift.com/>)
- AIR highlighter (User name: EllVocabulary; Password: Eagles5%)

Complete the chart by

- Using word frequency and your knowledge of words that are important to understanding the text to guide word selection.
- Identifying some words for extended instruction and other words for embedded instruction and talk about why you selected words for each type of instruction
- Identifying some words that students might learn using student-directed vocabulary learning (think about cognates and context clues).

Identify some strategies for teaching the words.

- For teacher directed instruction, use extended instruction for more conceptually complex words
- For teacher directed instruction, used embedded instruction for less conceptually complex words
- For student directed instruction, bootstrap on students' home language skills and knowledge if possible. Pick strategies that can be implemented with the text at hand.

*Marian Anderson had been applauded by many of the crowned heads of Europe. She had been welcomed at the White House, where she sang for the president and first lady, Franklin and Eleanor Roosevelt. She had performed before appreciative audiences in concert halls across the United States. But because she was an African American, she had been denied the right to sing at Constitution Hall, Washington's largest and finest auditorium. The Daughters of the American Revolution, the patriotic organization that owned Constitution Hall, had ruled several years earlier that black artists would not be permitted to appear there.*

*News of the DAR's ban had caused an angry controversy and set the stage for a historic event in the struggle for civil rights. Working behind the scenes, a group of influential political figures had found an appropriate concert space for Anderson. Barred from Constitution Hall, she would give a free open-air concert on the steps of the Lincoln Memorial.*

Teacher Directed		Student Directed
Extended Instruction	Embedded Instruction	Word Learning Strategies

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### Activity 3: Reading for Key Ideas and Details

**Directions:** Find the grade 8 informational text question stems and questions for standards 8. 2 and 8. 3 on the pages that follow. Note, that questions stems are also provided for other grade levels per my promise during the breakout session. Choose one guiding question or come up with your own. For this guiding question, develop supplementary questions that will help lead students to the answer for the guiding question. Ensure supplementary questions are sequenced to support understanding.

Consider incorporating the following strategies to make it easier for ELLs to answer your questions:

- In a sentence prior to the question, define key words prior to asking the question.
- In a sentence prior to the question, restate phrases or sentences that will help ELLs answer the question.

Cluster	Standard	Generic Stem		
Guiding Question				
Supplementary Question				
Supplementary Question				
Supplementary Question				
Supplementary Question				





## Grade 2 Literature Text Question Stems<sup>2</sup>

Standard	Generic Question Stem
<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)</b>	In your own words, tell what happens in the story.
	What is the central message, lesson, or moral in the story?
<b>Describe how characters in a story respond to major events and challenges. (RL.2.3)</b>	How does [character] respond or react to [major event / challenge]?
<b>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)</b>	How do the words and phrases in a specific sentence or paragraph supply rhythm (through regular beats <sup>3</sup> , alliteration, rhymes, or repeated lines) and add to meaning in [story, poem, or song]?
<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5)</b>	How is the story structured, or organized?  How does the story begin (e.g., Once upon a time; a long, long time ago)? How does the story end (e.g. In the end the ...)?
<b>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.2.6)</b>	How does [character 1]’s point of view, or way of thinking about things, differ from [character 2]’s?
	Read the story out loud, using different voices for each character to show the character’s perspective, outlook, vantage point.

<sup>2</sup> Note that the structure of a text is its physical organization (e.g. number of paragraphs; markers for logical sequence in a text (first, second last); headings and subheadings in informational text).

<sup>3</sup> e.g. iambic pentameter has a regular beat

Standard	Generic Question Stem
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.2.7)	Use illustrations and words from the text to describe characters, the setting, or the plot of the story.
<i>Standard 8 is not applicable to Literature</i>	<i>Standard 8 is not applicable to Literature</i>
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (RL.2.9)	How are [text 1] and [text 2] similar, and how are they different?

## Grade 3 Informational Text Question Stems

Standard	Generic Question Stem
<b>Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)</b>	What is the main idea of the text?
	Identify the key details and explain how they support the main idea.
<b>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)</b>	What [event/idea/step] came after/follows/is caused by [event/idea/step]? Please be sure to use language in your answer that pertains to (is related to) time, sequence or cause/effect.
<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. (RI.3.4)</b>	What does the word/phrase _____ mean in this paragraph/text?
<b>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)</b>	What relevant information does the key word/sidebar/hyperlink provide on the topic?
<b>Distinguish their own point of view from that of the author of a text. (RI.3.6)</b>	Identify the author's point of view/purpose in a text distinguish it from your own personal point of view or perspective.
<b>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)</b>	Explain where, when, why, or how key events occur using the illustration(s) and words in the text.

Standard	Generic Question Stem
<p><b>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8)</b></p>	<p>Describe the kind of comparison that can be made or connection (cause/effect or sequential) between [sentence/paragraph] and [sentence/ paragraph].</p>
<p><b>Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)</b></p>	<p>What similarities and differences are there between the important points and key details in [text] and [text]?</p>

## Grade 4 Literature Text Question Stems

Standard	Generic Question Stem	Question Stems applied to Burnett's <i>The Secret Garden</i>
Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)	What is the theme of the story/drama/poem?  What are the details that help you determine the theme?	What is the theme of this excerpt of <i>The Secret Garden</i> ? Use details from the text to explain your answer.
	Summarize the story/drama/poem in your own words.	Use your own words to summarize the conversation between Mary's mother and the officer that begins with " <i>Is it so very bad?</i> "
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3)	Identify key details (e.g., a character's thoughts, words, or actions) and use them to describe a character, setting, or event from the story/drama.	Describe Mary Lennox using details from the first paragraph.
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ). (RL.4.4)	What does the word/phrase _____ mean in this text?	Use the context in which the word "tyrannical" is found to explain its meaning.

Standard	Generic Question Stem	Question Stems applied to Burnett's <i>The Secret Garden</i>
<b>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (RL.4.5)</b>	Explain the differences among poems, drama, and prose, including structural differences. <sup>4</sup>	<i>[Because there is only one text and genre under investigation, this standard does not apply.]</i>
<b>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6)</b>	How do stories with first-person narration differ from stories with third-person narration?  How are stories with first-person narration similar to stories with third-person narration?	<i>[Because there is only one text and genre under investigation, this standard does not apply.]</i>
<b>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL.4.7)</b>	Identify where specific descriptions in a story are reflected in the visual or oral presentation of that story.  Identify where specific directions in a drama are reflected in the visual or oral	Compare and contrast the description of Mary in the written version of <i>The Secret Garden</i> with a dramatic retelling of the story.

<sup>4</sup> Structural elements of poems include verse, rhythm, meter; Structural Elements of drama include casts of characters, settings, descriptions, dialogue, stage directions; Structural Elements of prose include sentences and paragraphs. Elements of prose that are not structural include character, setting, plot, theme and point of view (e.g. third versus first person) . Note that in poetry and drama there are structural elements that are not in prose.

Standard	Generic Question Stem	Question Stems applied to Burnett's <i>The Secret Garden</i>
	presentation of that drama.	
<b><i>Standard 8 is not applicable to Literature</i></b>	<i>[Standard 8 is not applicable to literature]</i>	
<b>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (RL.4.9)</b>	How are similar themes, topics, and patterns of events treated differently in stories, myths, and traditional literature from different cultures?	<i>[Because there is only one text and genre under investigation, this standard does not apply.]</i>

## Grade 5 Informational Text Question Stems

Standard	Generic Question Stem	Question Stems applied to Lauber's <i>The Making of a Hurricane</i>
<b>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)</b>	What are the main ideas of the text, and what key details support these ideas?	What main ideas to you learn about why hurricanes form? Use key details from the text to explain your answer.
	Summarize a paragraph/section of the text.	In your own words, summarize the seventh paragraph about why hurricanes rotate in different directions in different parts of the world.
<b>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)</b>	Use details from the text to explain the connection(s) between [individual/event/idea/concept] and [individual/event/idea/concept].	How do the details about how a hurricane forms contribute to understanding why an eye is created?
<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. (RI.5.4)</b>	What does the word/phrase _____ mean in this paragraph/text?	Use the context of the second paragraph to determine the meaning of the word <i>atmosphere</i> .
<b>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,</b>	How is the structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information similar or	<i>[Because there is only one text and genre under investigation, this standard does not apply.]</i>



Standard	Generic Question Stem	Question Stems applied to Lauber's <i>The Making of a Hurricane</i>
<b>concepts, or information in two or more texts. (RI.5.5)</b>	different in [text] and [text]?	
<b>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)</b>	In what ways is the point of view (i.e. the perspective of the author of the text) similar or different between [text] and [text]?	<i>because there is only one text and genre under investigation, this standard does not apply.]</i>
<b>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)</b>	Answer questions quickly and solve problems efficiently using information drawn from multiple print and digital sources. <sup>5</sup>	Using the graphic on page 20 and the final paragraph of the text, explain what is happening at the center of the storm.
<b>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)</b>	How does the author use reasons and evidence to support particular ideas in the text? Which reasons and evidence support which ideas?	What reasons and evidence does Lauber use to explain why the West Coast of Africa is a likely spot for a hurricane to start?

<sup>5</sup> Note that this is a skill that would be assessed by asking students how they answered questions quickly and solved problems efficiently drawing information from multiple sources. The skill could also be assessed through observations.

Standard	Generic Question Stem	Question Stems applied to Lauber's <i>The Making of a Hurricane</i>
<b>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</b>	Synthesize, or combine, information on a topic from several texts in order to write or speak knowledgeably about that topic.	<i>[Because there is only one text and genre under investigation, this standard does not apply.]</i>

## Grade 6 Literature Text Question Stems

Standard	Generic Question Stem
<b>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)</b>	What is the theme/central idea of the text? What details illustrate this?
	Summarize a paragraph of the text without including any personal bias or feelings.
<b>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3)</b>	Use specific episodes from the text to explain how the plot of the story unfolds.
	How does [character] change as the plot moves toward a resolution?
<b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (RL.6.4)</b>	What does the word/phrase _____ mean in the context it appears in the paragraph/text?
	How does the use of word/phrase _____ impact meaning and tone?
<b>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and</b>	How does a specific sentence/ chapter/ scene/ stanza fit into the overall structure of the text? <sup>6</sup>

<sup>6</sup> Structure-how a text is laid out. Informational texts have headings and subheads; narrative text has chapters; cast of characters is part of a play structure; rhyming couplets, free verse is structure of a poem. It remains unclear what 'fits in' means in this context. It might mean for example that when a story devolves into dialogue there may be more information about the characters than would be the case in narrative or that the final couplet of a sonnet sums up the sonnet. It might mean to describe rather than analyze how particular sentences, chapters, scenes or stanzas fit into overall structure (e.g. these sentences are dialogue rather than narrative).

Standard	Generic Question Stem
<b>contributes to the development of the theme, setting, or plot. (RL.6.5)</b>	How does a specific sentence/ chapter/ scene/ stanza contribute to the development of the theme/ setting/ plot?
<b>Explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)</b>	How does the author develop the point of view of the narrator or speaker over the course of the story?
<b>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (RL.6.7)</b>	How is the experience of reading a story, drama, or poem similar and different from listening to or viewing an audio, video, or live version of the text?
	What are the similarities and differences between what you “see” and “hear” while reading a text and what see and hear when you listen or watch a performance of the story?
<b><i>Standard 8 is not applicable to Literature</i></b>	<b><i>Standard 8 is not applicable to Literature</i></b>
<b>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (RL.6.9)</b>	How is [Text 1] approach to theme and topic similar to [Text 2] approach to similar themes or topics? <sup>7</sup>
	How is [Text 1] approach to theme and topic different than [Text 2] approach to similar themes or topics?

<sup>7</sup> The same genre may have different forms (e.g. poetry is a genre but poems can be free verse or sonnet; novel is a genre but there are epistolary novels and narrated novels; play is a genre but there monologues and multiple act plays).

## Grade 6 Informational Text Question Stems

Standard	Generic Question Stem	Question Stems applied to Freedman's <i>The Voice that Challenged a Nation</i>
<b>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI.6.2)</b>	What is the central idea of the text? What details illustrate this?	What is the main point being made in the first chapter of <i>The Voice that Challenged a Nation</i> ? Use details from the text to explain your answer.
	Summarize the text without including any personal opinions or judgments.	Summarize the fourth paragraph of <i>The Voice that Challenged a Nation</i> , being sure not to include any personal judgments about the actions of the Daughters of the American Revolution.
<b>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (RI.6.3)</b>	How was [individual/event/idea] introduced and portrayed in the text?	How was Marion Anderson introduced and portrayed in Chapter One?
	How did the [individual/event/idea] develop over the course of the text e.g., through examples or anecdotes)?	How did the plan for the concert develop over the course of the chapter?
<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4)</b>	What does the word/phrase _____ mean in this paragraph/text?  Make sure to include figurative, connotative, and technical meanings.	Use the context of the second paragraph to explain what the word “extending” means.

Standard	Generic Question Stem	Question Stems applied to Freedman's <i>The Voice that Challenged a Nation</i>
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)	How does the sentence/paragraph/chapter/section connect to the overall structure of the text?	How does the first sentence in the fourth paragraph connect to the previous paragraph, and how does the last sentence in the fourth paragraph connect to the next paragraph?
	How does the sentence/paragraph/chapter/section add to the overall development of the ideas in the text?	How does the information contained in the sixth paragraph of the chapter help develop the importance of the occasion?
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (RI.6.6)	Identify the point of view or purpose in a text.	What is Freedman's purpose in Chapter One?
	How is the author's point of view or purpose reflected in his or her word choices and descriptions?	How does Freedman's description of the weather in Chapter One reveal his point of view regarding the significance of Anderson's concert?
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)	Develop a coherent explanation of a topic or issue by synthesizing or combining different media (e.g., visuals), formats (e.g., quantitative), and words from the text.	How does the photograph facing page 1 illustrate Freedman's description in the final (seventh) paragraph?

Standard	Generic Question Stem	Question Stems applied to Freedman's <i>The Voice that Challenged a Nation</i>
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.8)	Outline and evaluate the argument and claims the author is making in support of their argument.	<i>[Chapter One of Freedman's text is explanatory in nature, and does not argue for an overarching claim. Therefore this standard does not apply.]</i>
	Distinguish claims that are not supported by reasons and evidence from claims that are not.	
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (RI.6.9)	What similarities and differences are there between the how events are presented in [text] and [text]?	<i>[Because there is only one text and genre under investigation, this standard does not apply.]</i>

## Grade 8 Literature Text Question Stems

Standard	Generic Question Stem	Question Stems applied to the Twain's Adventures of Tom Sawyer
<b>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.8.2)</b>	What is the central idea/theme of the text? How does the central idea/theme develop over the course of the text? How is it connected to characters/ setting/plot?	What is the central idea of this excerpt from <i>The Adventures of Tom Sawyer</i> ? How does this idea develop throughout the course of the excerpt, and how is it connected to the character of Tom?
	Summarize a paragraph of the text accurately and without bias.	In your own words, summarize the paragraph that begins, "Tom gave up the brush with reluctance in his face...", making sure not to include any personal bias or outside information.
<b>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</b>	How do particular lines of dialogue or incidents in the story/drama propel action?  How do particular lines of dialogue or incidents in the story/drama reveal aspects of a character?  How do particular lines of dialogue or incidents in the story/drama provoke a decision?	How does the interaction between Tom and Ben reveal Tom's intentions as well as his true character?
<b>Determine the meaning of words and phrases as they are used in a text,</b>	What does the word/phrase _____ mean in this paragraph/text?	Given the context in which it appears, define the meaning of the word "obliged" from the



Standard	Generic Question Stem	Question Stems applied to the Twain's Adventures of Tom Sawyer
including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4)		second to last paragraph.
	How does use of this word/phrase _____ impact meaning or tone?	How does the use of the phrase “worldly wealth” in the first paragraph contribute to setting the tone for the opening of the excerpt?
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RL.8.5)	How are [text 1] and [text 2] structurally similar and different?	N/A
	How does the differing structures of [text 1] and [text 2] contribute to differences in meaning and style?	N/A
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.8.6)	How do differences in point of view (of characters, readers or audience) create effects such as suspense or humor?	How do differences in the point of view of Tom and Ben have regarding their willingness to whitewash the fence create humor?
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	How is a movie or play similar or different from its text or script? Evaluate the choices (i.e. changes) made to the text or script by the director or actors.	N/A
		N/A

Standard	Generic Question Stem	Question Stems applied to the Twain's Adventures of Tom Sawyer
(RL.8.7)		
<i>Standard 8 is not applicable to Literature</i>	<i>Standard 8 is not applicable to Literature</i>	N/A
<b>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (RL.8.9)</b>	Describe how the modern text draws on themes, patterns of events, or character types from myths, traditional stories, or religious works and renders them new?	N/A

## Grade 8 Informational Text Question Stems

Standard	Generic Question Stem	Question Stems applied to Murphy's <i>The Great Fire</i>
<b>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)</b>	What is the central idea of the text? How does the central idea develop over the course of the text? How is it connected to supporting ideas?	What is the main idea explored in this excerpt from "The Great Fire?" Use details from the text to explain how this idea develops throughout the text and connect it to supporting points.
	Summarize a paragraph of the text accurately and without bias.	Summarize the paragraph of the text that begins, "Chicago in 1871 was a city ready to burn..." being sure not to include any personal judgments about the spread of the fire.
<b>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)</b>	How does the text compare and contrast [individual/idea/event] with [individual/idea/event]?	How does the text compare and contrast the specifics of the O'Leary fire with the conditions in Chicago that made the great fire so destructive?
<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning</b>	What does the word/phrase _____ mean in this paragraph/text?	Use the context from the text to explain the meaning of the word "jerrybuilt." How does this word impact the meaning or tone of the description of Chicago?
	What is the impact of this word/phrase _____ on meaning or tone?	

Standard	Generic Question Stem	Question Stems applied to Murphy's <i>The Great Fire</i>
and tone, including analogies or allusions to other texts. (RI.8.4)		
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.8.5)	How is [paragraph] structured? How do particular sentences contribute to the key idea in a paragraph?	Analyze the structure of the paragraph that begins, "A shed attached..." How does the final sentence of that paragraph contribute to the main idea being explored there?
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)	Identify the author's point of view/purpose in a text.	What is Murphy's purpose in the excerpt from "The Great Fire?"
	How does the author identify and respond to differing viewpoints or conflicting evidence?	How does Murphy view the great fire that started on the night of October 8 <sup>th</sup> compared to the other fires in Chicago during the same time period?
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (RI.8.7)	What are the advantages and disadvantages of presenting a subject or concept through a particular medium (e.g., print or digital text, video, multimedia)?	What would be the advantages and disadvantages of telling the story of "The Great Fire" using video instead of words?
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the	Outline and evaluate the claims the author is making in support of his/her argument.	Evaluate the reasons and evidence Murphy provides for why "Chicago in 1871 was a city ready to burn."
	Explain whether or not the reasoning is sound and the evidence is relevant and	

Standard	Generic Question Stem	Question Stems applied to Murphy's <i>The Great Fire</i>
evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)	sufficient to support the argument.	
	Identify any irrelevant evidence.	
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)	For a particular topic, how are the facts in [text] different from the facts in [text]?	<i>[Because there is only one text and genre under investigation, this standard does not apply.]</i>
	For a particular topic, analyze differences in authors' interpretation?	

## Grade 10 Literature Text Question Stems

Standard	Generic Question Stem	Question Stems applied to Alvarez's <i>Love in the Time of Butterflies</i>
<b>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.10.2)</b>	What is the theme/central idea of the text? How does the central idea develop over the course of the text? What specific details are used to introduce and develop it?	What is the central theme of the excerpt, and how does this idea develop throughout the text? How does the author use specific details from the opening of the text to introduce this theme?
	Summarize a paragraph/section of the text accurately and without bias.	In your own words, summarize the opening of the excerpt (paragraphs one through four), making sure not to include any personal bias or outside information.
<b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (RL.10.3)</b>	How does a specific complex character develop over the course of the text, interact with other characters, and advance the plot or develop a theme?	How does the character of Papá develop throughout the excerpt? How do his predictions about his daughters shed light on his own character? How do these predictions contribute to the overall theme of the text?
<b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal</b>	What does the word/phrase _____ mean in the context it appears in the text?	Given the context of the excerpt, what is the meaning of the word “coquette” from the eighth paragraph?
	What is the cumulative impact of specific word choices on meaning and tone?	What is the cumulative impact of the author's use of Spanish words throughout the excerpt? How does the choice to use Spanish influence the tone of the excerpt?

Standard	Generic Question Stem	Question Stems applied to Alvarez's Love in the Time of Butterflies
tone). (RL.10.4)		
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (RL.10.5)	How are effects such as mystery, tension, or surprise created by the author's choices concerning structure, order of events, and time manipulation?	How does Dedé's reflection in the final paragraph about this moment from many years ago create tension or discomfort for the reader?
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.10.6)	How is a particular point of view or cultural experience reflected in a work of literature from outside the United States?	How is the Dominican experience of the mid-20 <sup>th</sup> century reflected in this excerpt from <i>In the Time of the Butterflies</i> ?
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ). (RL.10.7)	What do [artist 1] and [artist 2] emphasize and leave out in their representations of the subject or key scene?	N/A
<i>Standard 8 is not applicable to Literature</i>	<i>Standard 8 is not applicable to Literature</i>	N/A

Standard	Generic Question Stem	Question Stems applied to Alvarez's Love in the Time of Butterflies
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (RL.10.9)	How does the author draw on and transform specific source material in the text?	N/A

## Grade 10 Informational Text Question Stems

Standard	Generic Question Stem	Question Stems applied to Roosevelt's Four Freedom's Speech
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.10.2)	What is the central idea of the text? How does the central idea develop over the course of the text? What specific details are used to introduce and develop it?	What is the main idea in FDR's "Four Freedoms Speech?" How does this idea develop throughout the course of the text (from the necessities for a strong democracy to the four freedoms that are essential across the world)?
	Summarize a paragraph/section of the text accurately and without bias.	In your own words, summarize the second paragraph of the speech, making sure not to include any personal bias or outside information.



Standard	Generic Question Stem	Question Stems applied to Roosevelt's Four Freedom's Speech
<b>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (RI.10.3)</b>	How is a series of ideas or events introduced, ordered, developed, and connected?	How does FDR introduce the four freedoms, and what is the impact of the way in which he orders the four points?
<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI.10.4)</b>	What does the word/phrase _____ mean in this paragraph/text?	Given the context in which it appears, define the meaning of the phrase “unshakable belief?”
	What is the cumulative impact of word choices in a specific paragraph on meaning or tone?	What is the cumulative impact of the repetition of the word “freedom” throughout the speech?
<b>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.10.5)</b>	How are an author's ideas or claims developed or refined by a particular sentence(s)/paragraph(s)/ sections(s)?	How is FDR's main point refined by the seventh paragraph, in particular, the sentence, “These are the simple, basic things that must never be lost sight of in the turmoil and unbelievable complexity of our modern world?”
<b>Determine an author's point of view or purpose in a text and analyze how</b>	Identify the author's point of view/purpose in a text.	What is FDR's purpose in the “Four Freedoms Speech?”

<b>Standard</b>	<b>Generic Question Stem</b>	<b>Question Stems applied to Roosevelt's Four Freedom's Speech</b>
<b>an author uses rhetoric to advance that point of view or purpose. (RI.10.6)</b>	How is the point of view/purpose of the text supported through rhetoric?	How does FDR use specific language to support his purpose?
<b>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (RI.10.7)</b>	In looking at a particular topic, what are the details emphasized in [medium 1]?  In looking at a particular topic, what are the details emphasized in [medium 2]? How are they different? How does it influence the account?	N/A
<b>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.10.8)</b>	Outline and evaluate the claims made to support an argument.	Outline and evaluate the claims and evidence FDR uses to support the main idea of his speech.
	Explain whether or not the reasoning is sound and the evidence is relevant and sufficient to support the argument.	Does FDR provide relevant and sufficient evidence and sound reasoning to support his main point of his speech?
	Identify any false statements or fallacious reasoning.	Does the excerpt contain any false statements or fallacious reasoning?
<b>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (RI.10.9)</b>	How do [text] and [text] present related themes and ideas?	N/A



## Grade 12 Literature Text Question Stems

Standard	Generic Question Stem	Question Stems applied to Garcia's Dreaming in Cuban
<b>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</b> <b>(RL.12.2)</b>	What are the central ideas/themes of the text? How do the central ideas develop over the course of the text? How do they connect to one another to provide a complex account?	What are the central themes of the text, and how do they develop throughout the excerpt? How does the author connect themes such as memories, art, familial relationships, and the Revolution in the excerpt to provide a complex account for the reader?
	Summarize a paragraph/section of the text accurately and without bias.	In your own words, summarize the sixth paragraph of the excerpt that begins, "Mom eavesdrops on Abuela and me....", making sure not to include any personal bias or outside information.
<b>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</b> <b>(RL.12.3)</b>	How do the author's choices regarding the development of and relationship between elements impact the story or drama?	How does the author's description of Pilar's mother compared to Abuela Celia impact the development and meaning of the story?
<b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative</b>	What does the word/phrase _____ mean in this text?	What does the phrase, "luxury of dissent" from the first full paragraph on page 235 mean in the context of the excerpt?

Standard	Generic Question Stem	Question Stems applied to Garcia's Dreaming in Cuban
<b>meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (RL.12.4)</b>	What is the impact of specific word choices on meaning and tone? (e.g. emotional weight carried by the words)	What is the impact of the repeated use of the word “revolution” throughout the excerpt?
<b>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (RL.12.5)</b>	How does the structure of a particular part of a text contribute to the overall structure, meaning, and aesthetic impact of the text?	<p>How does the author's decision to bring in elements from Abuela Celia's past, such as the picture of her Spanish lover and the book of poetry, impact the meaning and aesthetic impact of the excerpt?</p> <p>How does the scene from the beginning of the excerpt, where Pilar is painting her grandmother, contribute to the meaning and aesthetic impact of the text?</p>
<b>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.12.6)</b>	What does the narrator or character really mean in [specific sentence or paragraph]?	What does Pilar really mean in the final paragraph when she explains that New York is where she belongs?
<b>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating</b>	Analyze how each interpretation of a story, drama, or poem differs from the source text. Analyze how the interpretations differ from each other.	N/A

Standard	Generic Question Stem	Question Stems applied to Garcia's Dreaming in Cuban
how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (RL.12.7)	How is the source text interpreted differently in [interpretation 1] and [interpretation 2]?	
<i>Standard 8 is not applicable to Literature</i>	<i>Standard 8 is not applicable to Literature</i>	N/A
Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (RL.12.9)	How do [foundational text 1] and [foundational text 2] treat similar themes and topics?	N/A

## Grade 12 Informational Text Question Stems

Standard	Generic Question Stem	Question Stems applied to Lincoln's Gettysburg Address
<b>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (RI.12.2)</b>	What are the central ideas of the text?  How do the central ideas develop over the course of the text?  How do they connect to one another to provide a complex analysis?	What is Lincoln's main idea in the Gettysburg Address? How does this idea develop over the course of the speech?
	Summarize a paragraph/section of the text accurately and without bias.	In your own words, summarize the third paragraph of the speech, making sure not to include any personal bias or outside information.
<b>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.12.3)</b>	How does [individual/event/idea] interact with [individual/event/idea]?  How do they develop over the course of the text?	How does Lincoln's explanation of links between liberty and equality develop over the course of the speech? How are they connected to his charge to the audience at the end of his address?
<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines</b>	What does the word/phrase _____ mean in this paragraph/text?	Use the context of the third paragraph to explain the meaning of the word "consecrate."
	How does the author use a key term and clarify its meaning over the course of a text?	How does Lincoln's use of the word "dedicate" change throughout the course of his speech?

Standard	Generic Question Stem	Question Stems applied to Lincoln's Gettysburg Address
<i>faction in Federalist No. 10).</i> (RI.12.4)		
<b>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.12.5)</b>	Analyze the structure an author uses in his or her exposition or argument.  How effective is the author's structure in making points clear, convincing and engaging?	How does beginning the third paragraph with the word "but" contribute to the main point of the paragraph? How does the overall structure of Lincoln's speech make his points clear, convincing and engaging?
<b>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.12.6)</b>	Identify the author's point of view or purpose.	What is Lincoln's purpose in his Gettysburg Address?
	How do style and content contribute to the power, persuasiveness or beauty of the text?	How does the brief length of the speech contribute to its power? How does his modesty in the speech focus the reader's attention on what he asks of his audience?
<b>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b>	Answer questions and solve problems by synthesizing and evaluating information presented in different media or formats (e.g. visual, quantitative and written).	<i>[Because there is only one text and genre under investigation, this standard does not apply.]</i>



Standard	Generic Question Stem	Question Stems applied to Lincoln's Gettysburg Address
(RI.12.7)		
<b>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses). (RI.12.8)</b>	Outline and evaluate the legal reasoning, use of constitutional principles, and connection between premises and conclusions in the arguments found in [text].	Explain Lincoln's argument in the Gettysburg Address. Evaluate his reasons and his use of the Declaration of Independence to make his point.
<b>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.12.9)</b>	What themes, purposes, and rhetorical features are presented in [significant historical or literary document]?	How does the theme of the Gettysburg Address reflect Lincoln's larger purpose of defending the principles on which the Union was founded?



## Activity 4: Reading for Key Ideas and Details

**Directions:** Create emergent level scaffolding (that is, sentence frames and a word bank) for your supplementary questions from Activity 4 (p. 7).

**Guiding Question**

**Word Bank**

**Sentence Frames**

## Center for ENGLISH LANGUAGE Learners

at American Institutes for Research ■

## Improving Outcomes for English Language Learners

### About AIR and the Education Program

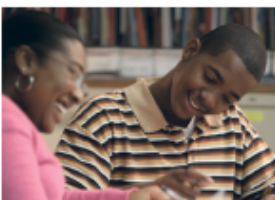
Established in 1946, American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research on important social issues and delivers technical assistance, both domestically and internationally, in the areas of education, health, and workforce productivity.

AIR's Education program focuses on improving teaching and learning to ensure that all students—particularly those facing historical disadvantages—have access to a high-quality, effective education. Our reputation is built on a solid foundation of providing high-quality services in research, analysis, technical assistance, assessment, and strategic planning to school districts, states, and the federal government as well as to industry, organizations, and foundations.

### About the Center for English Language Learners

The Center for English Language Learners at AIR is committed to reducing the achievement gap and improving outcomes for English language learners (ELLs) by conducting rigorous research as well as connecting research to policy and practice.

Our ELL team is led by two nationally renowned experts, Diane August, Ph.D., and Jennifer O'Day, Ph.D., both of whom are distinguished researchers with deep expertise about ELLs. They are supported by skilled AIR team members who have worked with schools, districts, universities, nonprofits, and government agencies to improve outcomes for ELLs.



### Our ELL Approach

AIR is committed to improving outcomes for ELLs by conducting and drawing on relevant research and applying what we know about what works for ELLs in schools, districts, and states across the country.

### Our ELL Services

- **Research Related to Improving Instruction and Learning for ELLs.** AIR researchers contribute to the research base about what works for ELLs by conducting rigorous studies focused on teaching and learning. For example, we have been involved in a Hewlett Foundation-funded study that examines the ways in which schools provide opportunities for deeper learning. Many of the schools include ELLs, and two of the network schools serve only ELLs.
- **Evaluation Research.** AIR experts evaluate federal, state, and district policies that affect ELLs and craft evidence-based recommendations for policymakers. For example, we are evaluating the Rethinking Equity and Teaching for English Language Learners (RETELL) initiative. Under this initiative, all core academic teachers in Massachusetts are required to complete comprehensive professional development in sheltered English instruction methods by July 2016.
- **Policy Analysis and Related Work.** AIR specialists analyze state and federal policies related to ELLs and make this information available to the education community. For example, we recently reviewed the approved Elementary and Secondary Education Act (ESEA) flexibility plans to identify policies and practices relevant to ELLs, provided considerations based on our knowledge of research for the implementation of proposed reforms, described exemplary state and district practices, and produced a publication titled *Supporting English Language Learners: A Pocket Guide for State and District Leaders*.
- **Supporting Improvements in States and Districts.** AIR ELL specialists provide valuable technical assistance and professional development to help states and districts improve policies and instruction for ELLs. The technical assistance is tailored to meet the specific needs of our clients. For example, we provide training for educators to prepare them for helping ELLs meet the new Common Core State Standards. In addition, AIR manages two regional centers and subcontracts with two more regional centers that assist states in meeting the needs of all students in their states—including ELLs.



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### For More Information

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